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ABSTRACT

Career Advancement through Bilingual Educational Skills (Project CABES) completed the second year of a 3-year funding cycle at Seward Park High School on Manhattan's Lower East Side. Project CABES serves 233 recently immigrated, predominantly low-income, ninth through twelfth grade, Hispanic students of limited English proficiency (LEP). Included in the career-oriented curriculum are courses in employability skills, typing and word processing, and bilingual career workshops. Content-area courses, taught in the students' native language (Spanish), and intensive English as a second language (ESL) courses comprise the other curriculum components. Support services included counseling, peer tutoring, referrals to outside agencies, cultural and extracurricular programs, staff development and parental involvement activities. Primary objectives are increased achievement in English and Spanish proficiency, mathematics, science, social studies, and career advancement subjects; improved attendance; and lower dropout rates. Quantitative analysis indicates objectives were fully met for ESL, Spanish reading, career advancement courses, attendance and dropout rates, but not for content-area courses. Secondary objectives were partially met for staff development and parental involvement. Recommendations ask the school administration to increase space allocation and project administrators to consider alternatives to the current simultaneous translation model of bilingual instruction. (MCK)

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SEWARD PARK HIGH SCHOOL

PROJECT CABES

1984-85

OEA Evaluation Report

O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
Judith Stern Torres, Senior Manager

Grant Number: G00-830-2143

SEWARD PARK HIGH SCHOOL

PROJECT CABES

1984-85

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Project Director:
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A SUMMARY OF THE REPORT

Project CABES (Career Advancement through Bilingual Education Skills) is in the second year of a three-year funding cycle at Seward Park High School. Its major goal is to provide career advancement skills to a population of 233 Hispanic students of limited English proficiency (LEP). This group is comprised of ninth through twelfth graders interested in pursuing a career advancement sequence rather than a regular academic one. Included in the career-oriented curriculum for CABES' participants are courses in typing, employability skills, word processing, and bilingual career workshops, as well as content courses in the native language (Spanish) and intensive English as a second language (E.S.L.) courses. The project also aims to mainstream its students as soon as they can function in English.

This year the project underwent extensive personnel changes: all staff members, except an office aide, were new to the project in September. In addition, the project director took a sudden leave of absence due to illness, and an interim director was assigned in February.

All of the target students were recent immigrants, 80 percent of whom were eligible for free lunch. Its dual focus on general education in Spanish and English, together with career awareness education for project students, made this program different from comprehensive academic high school programs in bilingual education.

Support services for project students included counseling, peer tutoring, and referrals to outside agencies in addition to the instructional support received. Cultural and extracurricular activites for students included a Latin American Festival, a Latin American Club, peer and teacher tutoring, dancing lessons, visits to a Hispanic newspaper, the Museum of Modern Art, and several musical performances. Staff development for project personnel entailed monthly program meetings, in-service workshops/lectures, and coursework at local universities. Parental involvement has consisted of an advisory committee with periodic meetings, participation in all cultural events sponsored by the school, and on-going visits to the program.

Program objectives were assessed in English language achievement (Criterion Referenced English Syntax Test [CREST]); mastery of the native language (Interamerican Series, La Prueba de Lectura); mathematics, science, social studies, and career advancement sequence (teacher-made tests); and attendance and dropout (school and program records). Quantitative analysis of student achievement data indicates that:

-- The program's E.S.L. instructional objectives were met in the fall semester (1.2 CREST objectives mastered per month for Levels 1 and 2, and 0.5 CREST objectives mastered per month for Level 3). In the spring semester, the program objective was met at Level 1 (1.7 CREST objectives mastered per month), but not at the second and third levels (where .06 and 0.4 objectives were mastered per month, respectively).

-- Students tested with La Prueba de Lectura made statistically significant gains, thus meeting the program objective.

-- The program objective of a 70 percent passing rate in mathematics and science was not met.

-- The overall passing rates for typing, employability skills, and word processing courses surpassed the proposed 70 percent passing criterion, thus meeting the project objective.

-- The attendance rate for program students was approximately 14 percentage points above the school-wide attendance rate, thus meeting the program objective.

-- The dropout rate of program students was no greater than that of mainstream students. The program objective was therefore met.

There were many areas of strength observed by the evaluation team. Among these were:

-- overall attainment of most objectives;

-- supportive administrative staff members;

-- dedicated bilingual teachers and paraprofessionals;

-- learning materials that provide students with the opportunity to acquire employability skills;

-- cultural activities to foster pride in students' native culture, as well as to sensitize the mainstream community to Hispanic cultures;

-- the tutorial learning center and special materials used by project and mainstream teachers;

-- the great efforts made to reach and involve students' parents.

The following recommendations for improvement are offered by the evaluation team:

-- That the administrators consider alternatives to the current simultaneous translation of bilingual instruction.

-- That the school administration continue to seek to find alternatives to the limited space available to the project.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Ken Goodall has reviewed and edited the report, and Margaret Scorza coordinated the editing and production process. Patricia Fitzpatrick has spent many hours creating, correcting and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

TABLE OF CONTENTS

		PAGE
I.	PROGRAM DESCRIPTION	1
	Overview	1
	Organization and Personnel	2
II.	STUDENT CHARACTERISTICS	6
III.	FINDINGS	10
	Instructional Objectives	10
	Non-Instructional Objectives	29
IV.	CONCLUSIONS AND RECOMMENDATIONS	37
	Conclusions	37
	Recommendations	38
V.	APPENDICES	40

LIST OF FIGURES AND TABLES

		PAGE
Figure 1:	Project CABES Organization.	3
Table 1:	Project Students by Country of Origin.	6
Table 2:	Project Students by Sex and Grade.	7
Table 3:	Project Students by Age and Grade.	8
Table 4:	Time Spent in the Bilingual Program.	9
Table 5:	Project Students Targeted for Mainstreaming, September 1985.	9
Table 6:	Instruction in E.S.L., Reading, and Writing, Fall and Spring, 1984-85.	11
Table 7:	Results of the Criterion Referenced English Syntax Test.	15
Table 8:	Results of the Prueba de Lectura, Level 4.	18
Table 9:	Distribution of Program Students' Achievement in Mathematics Classes.	20
Table 10:	Distribution of Program Students' Achievement in Science Classes.	22
Table 11:	Students' Passing Rates in Content-Area Courses.	23
Table 12:	Distribution of Program Students' Achievement in the Career Advancement Sequence.	27
Table 13:	Passing Rates for Courses in the Career Advancement Sequence.	28
Table 14:	Number of Students Leaving the Program.	34
Table 15:	Dropout Rate of Program and Mainstream Students.	36

CAREER ADVANCEMENT THROUGH BILINGUAL EDUCATION SKILLS AT SEWARD PARK HIGH SCHOOL

Location:	350 Grand Street New York, New York 10002
Year of Operation:	1984-85, second year of three-year funding cycle
Target Language:	Spanish
Number of Students:	233
Principal:	Dr. Noel N. Kriftcher
Project Director:	Ms. Marisa Carbonara

I. PROGRAM DESCRIPTION

OVERVIEW

The Career Advancement Through Bilingual Education Skills (CABES) Project at Seward Park High School on the Lower East Side of Manhattan is a Spanish/English program in the second year of a three-year funding cycle. Its major goal is to provide career advancement skills to limited English proficient (LEP) Hispanic students in the eleventh and twelfth grades, but it also includes LEP students in the ninth and tenth grades.

The project aims to help these students refine their bilingual skills and acquire advanced business and job skills so that they can find jobs after they graduate. During the 1984-85 academic year, the project provided instruction in employability skills, English as a second language (E.S.L.), and academic areas required by the Board of Regents for graduation. The project also aims to mainstream its students

as soon as they can function in English.

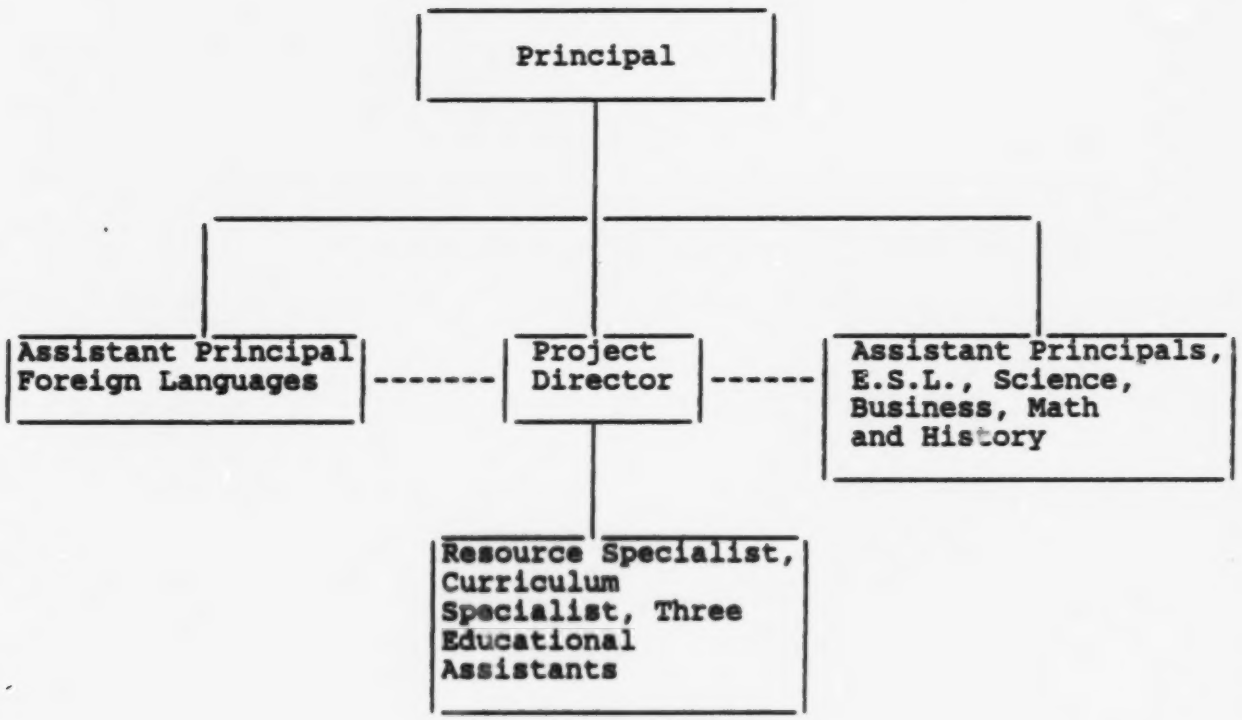
The project underwent some drastic changes in its staff this year that affected its functioning. All staff members except an office aide were new to the project in September. In January, the project director took a sudden leave of absence due to illness, and an interim director was assigned in early February. At the time of the evaluation visits, the new director was acquainting herself with the project guidelines. Other staff members were barely acquainted with the project as a whole, and when interviewed were able to respond only to questions that pertained directly to their job assignments. Thus, most of the information for this report was obtained from the office aide, who had been with the project since it was funded, or from other sources within the school. Although the school administration is supportive of the project, this transition created an atmosphere of disorganization and a sense of loss in the staff.

ORGANIZATION AND PERSONNEL

CABES personnel include the director, a resource specialist, a curriculum specialist, and three paraprofessionals. All are funded by Title VII and supervised by Seward Park's assistant principal (A.P.) in charge of E.S.L. The project's organization is given in Figure 1.

FIGURE 1

Project CABES Organization


Principal
Assistant Principal Foreign Languages
Project Director
Assistant Principals, E.S.L., Science, Business, Math and History
Resource Specialist, Curriculum Specialist, Three Educational Assistants

_____Supervision

------Collaboration and Communication

The project director oversees the day-to-day implmentation of the project and its enrichment activities. She is in charge of student evaluation records and project expenditures. She interviews new students, hires personnel, assigns tasks to staff members, and supervises all program personnel. She also prepares the project's reports and budgets, supervises its curriculum development, and represents the project in the school's administrative cabinet.

The resource specialist taught two classes and prepared ten students for the General Equivalency Diploma examination. She was also in charge of designing an American history curriculum, was faculty advisor of the Latin American Club, and coordinated the project's cultural enrichment program, which aimed to enhance the students' self-image, both in the school and in the community.

The curriculum specialist taught two classes and conducted special group and individual tutoring for students. He also prepared job skills and general math curricula and edited the project newsletters, "Nuestra Voz" and "Etcetera" (see Appendix A). He worked with the Parent Advisory Committee in preparing special policies to improve conditions for CABES parents and students and for the project as a whole. He gave general orientation workshops to help parents relate better to Seward Park's administrators, teachers, students, and CABES. He also coordinated special activities for parents, including E.S.L. classes, General Equivalency Diploma (G.E.D.) classes, cultural

activities, and survival skills workshops. In addition, he translated school documents for parent and community use.

Of the three educational assistants, one served as office aide and secretary. The others tutored students individually and in small groups and assisted teachers in the classroom as translators, proctors, and tutors.

II. STUDENT CHARACTERISTICS

The project served 233 students of Hispanic origin. Table 1 lists the students by country of origin. All students were of limited proficiency in English and were in grades nine through twelve. These students' major aim in high school was to obtain language and employability skills.

Most students in the project were new or recent arrivals in the United States. None had been served by a program funded by Title VII, and thus all met the definition of being historically underserved. Ninety-five percent were members of low-income families, and more than 80 percent participated in the school's free lunch program.

TABLE 1

Project Students by Country of Origin

Country	No. of Students	Percent
Dominican Republic	141	60
Puerto Rico	51	22
Central and South America (country unspecified)	25	11
Ecuador	16	7
Total	233	100

- The majority of the students (60 percent) were born in the Dominican Republic.
- Twenty-two percent of the students were born in Puerto Rico.

The majority of the students were in the ninth and tenth grades, and males outnumbered females (see Table 2).

Most students seemed somewhat overage for their grade placement at the time the data were collected (see Table 3). When an observer questioned this, it was explained that many had entered school late in their native countries. In fact, some had never gone to school before coming to the United States. Table 4 presents the time students spent in the program. By June, over 50 percent of the students had completed two years in the program; 45 percent had completed one year.

Table 5 gives the number of students who were targeted for mainstreaming in September 1985. In this category, females outnumbered males.

TABLE 2

Project Students by Sex and Grade

Grade	Male	Female	Total
9	56	24	80
10	31	36	67
11	20	16	36
12	27	21	48
Total	134	97	231

- Male students outnumbered female students in all grades but grade ten.
- Most students were in the ninth and tenth grades.

TABLE 3

Project Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
15	1*	0*	0	0	1
16	15	18*	3*	2	38
17	35	24	14*	3*	76
18	20	12	8	7*	47
19	7	5	8	18	38
20	2	6	3	14	25
21	0	1	0	3	4
Total	80	66	36	47	229
Overage Students					
Number	79	48	19	35	181
Percent	99	73	53	74	79

*Expected age range for grade.

- Seventy-nine percent of the students were overage for their grade.
- The highest percentage of overage students is in grade nine (99 percent).

TABLE 4

Time Spent in the Bilingual Program[a]
(As of June 1985)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Total[b]
< 1 Academic year	1	0	0	0	1
1 Academic year	54	45	3	1	103
2 Academic years	24	22	33	45	124
Total	79	67	36	46	228

[a] Rounded to the nearest year.

[b] Data were missing for two twelfth graders.

- One hundred and three students (45 percent) have been in the program for one year.
- One hundred twenty-four students (54 percent) have been in the program for two years.

TABLE 5

Project Students Targeted for Mainstreaming, September 1985

Grade	Male	Female	Total
11	7	18	25
12	13	15	28
Total	20	33	53

III. FINDINGS

Information in this section relates to objectives contained in the project's 1984-85 proposal as accepted by the Office of Bilingual Education and Minority Languages Affairs of the U.S. Department of Education. Findings are based on standardized test results, on-site observations, examination of project records and materials, and interviews with project personnel and school administrators.

INSTRUCTIONAL OBJECTIVES

English as a Second Language

The proposed objectives for E.S.L. instruction included the following:

> --As a result of participating in the program, students at the elementary and intermediate levels of E.S.L. will master an average of one objective per month as measured by pre- and post-assessment with Levels 1 and 2 of the Criterion Referenced English Syntax Test (CREST).

All students who scored below the twenty-first percentile on the English version of the Language Assessment Battery (LAB) and higher on the Spanish LAB were candidates for CABES. These students were placed in E.S.L. classes according to their language proficiency. Table 6 lists E.S.L. and reading courses offered during the fall and spring terms in which CABES students participated.

These classes were taught through the E.S.L. method of repetition followed by question-and-answer drills. However, the observer was not given permission to observe any E.S.L.

classes. The A.P. in charge of E.S.L. described the teaching method, showed the materials used, and provided a complete set of course syllabi (see Appendix B).

TABLE 6

Instruction in E.S.L. Reading and Writing, Fall and Spring 1984-85

Course	Total No. of Classes	Periods Per Day (45 min)	Average No. of Students Per Class
E.S.L. I	9	2	22
E.S.L. II	13	2	20
E.S.L. III	12	1	24
E.S.L. IV	15	1	22
Reading Communication Arts I	6	1	30
Reading Communication Arts II	9	1	28
Reading Communication Arts III	9	1	30
Reading Communication Arts IV	10	1	27
Native Language Arts: E.S.L./Spanish	2	2	15
Writing Improvement I	13	1	21
Writing Improvement I	10	1	21

Elementary E.S.L. students took E.S.L. I and II (two periods each) in conjunction with reading communication arts (R.C.A.) I and II, while intermediate students took E.S.L. III and IV together with R.C.A. III and IV.

A special E.S.L. native language arts (N.L.A.) course was offered to those students who had never attended school before or had very limited educational experience. In this course, students learned literacy skills through repetition drills, poems, and grammatical jingles. Prereading and prewriting skills were practiced using experience charts stemming from the students' community and school experiences. A class of 15 students was observed.

A second objective of the E.S.L. instruction was the following:

> --As a result of participating in the program, students at the advanced level of E.S.L. will master an average of 0.5 objectives per month as measured by pre- and post-assessment with Level 3 of the CREST.

Advanced E.S.L. was an important component of Project CABES, since the main goal was mainstreaming students as soon as possible. Advanced students received daily instruction that included one period of E.S.L., one period of regular English for E.S.L. students (English 47), and one period of writing improvement. In English 47, emphasis was placed on drama, speech, reading, and creative writing. The four language skills were taught in each of these courses, although emphasis was placed on the particular skill each course dealt with.

Student Achievement in E.S.L.

The assessment instrument used to evaluate the E.S.L. instructional objectives was the Criterion Referenced English Syntax Test* (CREST). The CREST was developed by the New York City Public Schools to measure mastery of the syntax skills presented in the E.S.L. curriculum. The CREST uses four items to measure each skill, and mastery is achieved when three of the four items are answered correctly. The test has three levels: beginning (1), intermediate (2), and advanced (3). Levels 1 and 2 each measure mastery of 25 skills, while Level 3 measures mastery of 15 skills.

The CREST was administered at the beginning and end of each semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills mastered per month was calculated by dividing the mean mastery by the mean number of months of instruction between testings.

Table 7 presents the test results for students who were pretested and posttested with the same level. Of the students who were reported to be taking E.S.L. classes, complete data

*Extensive information on CREST syntax skills and psychometric properties are in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test. Board of Education of the City of New York, Division of High Schools, 110 Livingston St., Brooklyn, N.Y. 11201.

(levels, pretest score, and posttest score) were available for 49.8 percent in the fall and 49.0 percent in the spring.

Examination of Table 7 reveals that the program objectives were achieved at all three E.S.L. levels in the fall semester. In the spring semester, students at the elementary level of E.S.L. reached the expected mean mastery per month. However, the objectives were not achieved for students at the intermediate and advanced levels of E.S.L.

Students tested at Level 3 had lower performance rates than those tested at lower levels, partly because fewer skills are tested at that level, and partly because mastery of Level 3 objectives apparently takes longer. The program objective appears to be based on the assumption that progress across levels is linear; the lower achievement at Level 3, which is frequently found in other bilingual programs, suggests that it is not.

TABLE 7

Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY Mean	MASTERY S.D.	Mean Mastery Per Month
				FALL				
1	51	6.7	6.9	10.3	7.2	3.6	3.7	1.2
2	50	9.6	5.8	13.3	7.3	3.7	6.2	1.2
3	15	8.7	4.3	10.2	5.3	1.5	2.4	0.5
TOTAL	116	8.2	6.3	11.6	7.2	3.4	4.8	1.1
				SPRING				
1	49	7.3	4.7	12.4	7.7	5.1	6.2	1.7
2	48	11.5	7.0	11.7	9.4	0.2	5.9	0.1
3	17	7.3	4.1	8.4	5.7	1.1	4.5	0.4
TOTAL	114	9.1	6.1	11.5	8.3	2.4	6.2	0.8

- In the fall, students achieved the program objective of mastering an average of one objective per month at the elementary and intermediate levels of E.S.L. and 0.5 objectives at the advanced level.
- The program objective was achieved at the elementary level in the spring.

Native Language Arts

The object of N.L.A. instruction was the following:

--As a result of participating in the program, students will show statistically significant gains (p=.05) as measured by pre- and post-assessments with appropriate levels of the Prueba de Lectura.

Six Spanish classes ranging from intermediate to precollege regents' courses were offered during the fall and spring terms. They met five periods a week and had an average register of 27 students.

A member of the evaluation team observed an advanced Spanish class in which 16 of the 25 enrolled students were present. This reading class was practicing for the regents' examination. The teacher managed the class time well and had each student participate at least once. She elicited responses with questions that tested vocabulary, general comprehension, inference, character analysis, and critical thinking. Reading, both silently and aloud, was practiced. As a final activity, the teacher assigned a written exercise.

Two intensive literacy courses were offered during the fall and spring terms. They met five periods a week and had an average register of 20 students. Literacy skills in Spanish were emphasized.

Student Achievement in Native Language Arts

The assessment instrument used to measure gains in reading and writing in Spanish was the Prueba de Lectura, Level 4, Forms A and B. The Prueba de Lectura is part of the

Interamerican Series of Tests published by the Guidance Testing Associates*. The test items for the series are selected for cultural relevance to both Anglo-Saxon and Hispanic cultures in the Americas.

The Prueba de Lectura was administered in the fall and spring. Because the publishers recommend the development of local norms and programs test out-of-level, the analysis was based on raw score gains rather than on standard score gains. The results are presented in Table 8. Complete data on both tests were available for 118 program students (50.6 percent).

Statistical significance of the mean gain was determined through the correlated t-test model to demonstrate whether the mean gain was larger than would be expected by chance variation alone. Because statistical significance does not provide enough descriptive information, the table also includes the proportion of students making gains.

Examination of Table 8 reveals that the program objective was achieved. Sixty-five percent of the students improved their test scores and the improvement was significant at the .01 level.

*Information on psychometric properties may be found in Guidance Testing Associates Examiner's Manual, Prueba de Lectura, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284.

TABLE 8

Results of the Prueba de Lectura, Level 4

Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY Mean	MASTERY S.D.	Proportion Making Gains
118	29.4	29.7	44.5	30.3	15.1	39.4**	.65

**Statistically significant at the .01 level.

- The program objective of achieving a statistically significant improvement in Spanish competency was met ($p<.01$).
- Sixty-five percent of the students showed an improvement in their spring test scores.

Content Areas

The objectives for content-area instruction were as follows:

-- As a result of participating in the program, 70 percent of the students will achieve a passing grade of at least 65 percent in mathematics on teacher-made final examinations.

-- As a result of participating in the program, 70 percent of the students will achieve a passing grade of at least 65 percent in science on teacher-made final examinations.

According to program records, the school offered five mathematics courses to CABE students in the fall: pre-algebra 1, N.L.A. math, business math, fundamentals of math 1, and intermediate algebra. Spring offerings included pre-algebra 1 and 2, fundamentals of math 1 and 2, and integrated math 1 and 2.

Pre-algebra and fundamentals of math were offered to ninth- and tenth-grade students. N.L.A. math was offered to students with limited educational experiences in their native countries who needed elementary concepts that would help them meet high school curricular demands. Intermediate algebra and business math were offered to students who had shown progress by passing lower math requirements.

An integrated math class that was observed had ten students present out of the 15 enrolled. The class aim was to integrate math problems and writing skills by combining logical ideas with conjunctions (sentence combining). All students participated in what proved to be a dynamic

discussion of logic problems, using either English or Spanish, as they preferred. It was noted that students had not yet achieved fluency in English, and were able to respond primarily with isolated words or phrases.

The distribution of project achievement in math courses, as submitted by the project director, is presented in Table 9.

TABLE 9

Distribution of Program Students' Achievement in Mathematics Classes

Subject		100-90%	89-80%	79-70%	69-65%	64-50%	40-0%	Total Number of Students
Bus. Mat.					1			1
Rec. Keep			1					1
Pre-Alg.1			6	6	16	47	1	75
Pre-Alg.2	1	6	8	7	15			37
N.L.A.Math	2	2	7	7	13			31
Intg.Mat.1		3	4	2	21			30
Intg.Mat.2					5			5
Intm.Alg.1	1	1	2	5	21			30
Intm.Alg.2		1		64				65
Intm.Alg.3			2	1	3	1		7
Fund.Mat.1					5			5
Fund.Mat.2					3			3
Fund.Mat.3		1			4			5
No Grade								18
New Admit								6

Seward Park offered the following science courses to CABES students during the fall: general science 1 and 2, biology 1 and 2, chemistry, animal world 1 and 2, medical lab, and ocean 1. Spring offerings included general science 1 and 2, biology 1 and 2, and animal world 1 and 2.

A general science class was observed by a member of the evaluation team; 14 of 19 enrolled students were present. The instructor was bilingual in Chinese and English, and was assisted by a Spanish-speaking paraprofessional. Alternate translation was used, with the instructor making a statement and the aide translating it. Thus, half the class time was spent in translation. Students participated in English or Spanish according to their ability. None had achieved fluency in English, but all had an opportunity to participate; the class was active, and the students seemed to enjoy it.

Table 10 presents the distribution of project students' achievement in science courses, as submitted by the project director.

TABLE 10

Distribution of Program Students' Achievement in Science Classes

Subject	100-90%	89-80%	79-70%	69-65%	64-50%	40-0%	Total Number of Students
Gen.Sc.1	1	1	7	17	12	7	45
Gen.Sc.2		2	5	14	13	4	38
Anim.Wrl.1			4	4	8	3	19
Anim.Wrl.2			2		1		3
Med. Lab.			4				4
Chem.					1		1
Bio 1		2	4	1	16		23
Bio 2	2	1	2	4	7	1	17
Bio 5				4	4	1	9
New Admit							7

Student Achievement in Content-Area Subjects

Table 11 presents the passing rates for program students in mathematics and science courses each semester, calculated from outcomes entered by program staff on O.E.A.-developed data collection forms. A weighted average for the year was also computed.

Examination of Table 11 reveals that the program objectives were not achieved. Overall, students failed to reach the proposed 70 percent passing criterion. Passing rates in science classes, however, were higher than those in mathematics, although fewer students were reported as taking science. It may well be that the program objectives were set too high for these areas of study.

TABLE 11

Students' Passing Rates in Content-Area Courses

	FALL		SPRING		TOTAL
Content Area	Number of Students	Percent Passing	Number of Students	Percent Passing	Overall Passing Rate
Math	148	39.2	108	33.3	36.7
Science	114	48.2	41	56.1	50.3

- The program objective that 70 percent of the students would achieve a passing grade in mathematics and science was not achieved.

Career Advancement

In the area of career advancement, the project had four major objectives. The first was:

--Seventy percent of the students will achieve a passing grade of 65 percent or higher on teacher-made examinations in typing speed and accuracy, punctuation, grammar, and vocabulary.

According to CABES records, 81 students took typing 1, 38 took typing 2, and one took typing 3.

A typing 1 class was observed. Fifteen students were present out of a register of 20. Although the class was reportedly bilingual, it was conducted completely in English by a monolingual instructor. The students were attempting to type the alphabet as the teacher dictated, but many seemed not to understand, and appeared to become frustrated and angry by the end of the class. Some typewriters were broken, and the teacher mentioned that they had been out of order since the middle of the year. Thus, those students who could not participate sat reading comic books or other materials.

The second objective in career advancement was:

-- Seventy percent of the students will achieve a passing grade of 65 or higher in Bilingual Employability Skills on teacher-made final examinations in labor history, labor laws, how to read the classified ads, how to complete a job application, how to write a resume and a cover letter, how to conduct themselves at a job interview, and what skills to acquire after being hired.

CABES records showed that 49 students took bilingual employability skills (job skills) 1 and 2.

A job skills 1 class in Spanish was observed. Ten of the 15 enrolled students were present. A guest from the University Settlement Talent Search Project (a community agency) conducted the class, discussing entrance requirements and student options at various colleges in and outside the New York City area. Students were interested and participated eagerly.

A job skills class with 25 of its 30 enrolled students present was also observed. The class was conducted by a teacher who spoke Chinese and English and had the help of a Spanish-speaking translator. The lesson was on keeping bank account records; most students participated and seemed to grasp what the instructor was teaching.

The third objective in career advancement was:

-- Seventy percent of the students will achieve a passing grade of 65 percent or higher in Bilingual Career Workshops on teacher-made final exams in specific skills needed for each of the five career areas: health care, import/export, travel, industry, bilingual banking, translating, and interpreting.

According to the project director and the bilingual guidance counselor, these workshops were integrated with job skills 1 and 2. Representatives from various businesses were invited to tell the students how to prepare to enter their fields and what types of jobs to apply for.

The fourth objective was:

--Seventy percent of the students will achieve a passing grade of 65 percent or higher in bilingual word processing on teacher-made final examinations in the area of producing, storing, recalling, and duplicating material on the IBM electronic typewriter.

Program records showed that 28 students took bilingual word processing 1 and 2. In one class observed by a member of the evaluation team, three students were present out of an enrollment of 19. According to the teacher, the rest of the class members were taking a city reading test elsewhere in the school. The lesson on how to underscore was taught in English by a monolingual teacher without the aid of a paraprofessioal. The instructor explained that an aide was not needed in this classroom because the students were paired on the machines so that those who were more proficient in English could help the others. The three students who were present seemed proficient in the use of the word processor and were enjoying the class. All seemed ready for employment, and the instructor provided job-related advice. Many of the machines in this room were out of order. The teacher said the school did not have the money to repair them.

Table 12 lists the grade achievement record of project students in career advancement courses, as submitted by the project director.

TABLE 12

Distribution of Program Students' Achievement in the Career Advancement Sequence

Subject	100-90%	89-80%	79-70%	69-65%	64-50%	40-0%	Total Number of Students
Typing 1	6	11	20	19	16	3	81
Typing 2	2	18	10	1	7		38
Typing 3						1	1
J. Skils 1	5	8	11	9	10		43
J. Skils 2	1	1	1	11	1		6
Word.Pro.1	2	10	9	2	4		27
Word Pro.2						1	1
EDP		2	2	3	1	1	9
Speed Wr.				1			1
New Admit							7

Student Achievement in the Career Advancement Sequence

Examination of Table 13 reveals that, overall, the program objectives were met and exceeded in the career advancement sequence. The highest rate (84 percent passing) was achieved by students in word processing courses.

TABLE 13

Passing Rates for Courses in the Career Advancement Sequence

	FALL		SPRING		TOTAL
Course	Number of Students	Percent Passing	Number of Students	Percent Passing	Overall Passing Rate
Typing	73	82.2	40	75.0	79.6
Employ-ability Skills/ Careers Workshops	14	78.6	32	71.9	73.9
Word Processing	34	88.2	4	50.0	84.1

- Overall, the program objective of achieving a 70 percent passing rate was achieved for all courses in the career advancement sequence.

NON-INSTRUCTIONAL OBJECTIVES

Staff Training

The four objectives in the area of staff training were as follows:

-- By June 1985, 80 percent of Project CABES personnel will have participated in staff development activities and in-service training offered by the project director and other resource specialists in the area of bilingual career education and word processing.

-- Fifty percent of the staff will have completed a minimum of six credits toward a masters degree or professional diploma in administration and supervision, bilingual education, or a related field.

-- Fifty percent of the educational assistants will have completed a minimum of six credits toward a bachelors degree or training in a field related to the education of LEP students.

-- One hundred percent of the professional staff will have attended at least two local, regional, or national conferences, meetings, and workshops in the fields of bilingual education, bilingual career education, word processing, and educational evaluation.

Although a great deal of energy was dedicated to the development of bilingual career education by the curriculum specialist and the resource specialist, there was no evidence that in-service training in the areas mentioned had been conducted. However, project staff members attended monthly departmental meetings covering such topics as language acquisition, and reading skills, integration of social studies and E.S.L. skills, communicative situations for writing, and the role of translation in the language class. It seems that most of the project director's energies this year were directed

toward the annual cultural activities that Spanish bilingual programs at Seward Park are noted for. No data about in-service training activities were given to evaluators by the project director or the resource specialists.

One member of the professional staff attended university courses indirectly related to the project's curriculum and activities, and another staff member earned credits toward a master's degree in a field related to language maintenance.

Three members of the paraprofessional staff attended college courses and completed 19 credits toward bachelor's degrees.

The project director, curriculum specialist, and resource specialist attended the Latin American Culture Conference at New York University, the New York Bilingual Education Conference at Hunter College, and the National TESOL Conference in New York City. The topics discussed included program evaluation, the teaching of culture, second-language acquisition, and bilingual education in New York City.

Parental Involvement

These were the objectives of the project in the area of parental involvement:

-- By June 1985, 25 percent of the Hispanic parents of LEP students in the bilingual program will have participated in program and school meetings and functions designed to involve them in their children's education.

-- At least 40 percent of the parents will have participated with their children in Project CABES cultural enrichment activities.

-- At least 30 parents will have participated in adult E.S.L. classes and/or survival skills workshops offered by Project CABES.

-- Parents will have received two issues of the project newsletter informing them of program accomplishments and student progress.

At least four parental meetings were held during the year. Topics discussed included the purposes of Project CABES, course requirements for high school graduation, the importance of parental support in the educational process, the parents' advisory committee, public and government services in New York City, the Spanish G.E.D., and CABES' future.

About 25 parents were reportedly involved in the activities of the parents' advisory committee and were actively interested in the decisions that affected their children and the program. Their efforts were closely followed and coordinated by the resource specialist, who served as their advisor. No data were available, however, on attendance at the meetings. Appendix C contains copies of meeting agendas.

The main cultural activities were the Latin American Club and its Latin American Festival. Parents of Hispanic students made costumes for this show and prepared a dinner for school personnel that included dishes from many native countries. In addition to these activities, project parents were taken to a Spanish theater by the resource specialist, who reported that about 50 percent of the parents participated in cultural activities.

The project offered an adult E.S.L. course and a high

school equivalency class. In addition, a survival skills workshop was given during the spring semester. Seven parents took the E.S.L. course and 15 attended the other activities.

The resource specialist, who coordinated and conducted these activities, said that he wrote, telephoned, or visited almost every project family in the effort to recruit parents, but felt that he was not very successful because many were working and could not attend. Three newsletters were released in the spring, telling parents about activities the project was offering their children, the results of these activities, and projections for 1985-86. These newsletters went not only to parents but also to friends in the community, students, and school staff members.

Several efforts to contact and involve parents were made throughout the year. Letters were sent, phone calls were made by the project staff and the school bilingual guidance counselor, and, in extreme cases, home visits were made. In addition, a general orientation meeting was conducted in early fall and three other meetings were held during the year.

Attendance, Dropouts, Suspensions, and Extracurricular Activities

--Students in the project would have a rate of attendance at least equal to that of mainstream students, dropout and suspension rates no greater than those of mainstream students, and a rate of participation in extracurricular activities at least equal to that of mainstream students.

By the end of the academic year, 112 or 48 percent of the students had left the program. (See Table 14.) Of these students, 58 transferred to other programs; 33 dropped out for unknown reasons.

According to project personnel, CABES students who have problems outside the school can go to the school's bilingual guidance counselor, who can refer them to an appropriate social agency. Their academic needs are attended to by peer- or teacher-tutors provided by the project. They can borrow reading materials from the bilingual reading center. Through the project and other school activities, they go on trips to parks, museums, theaters, and corporate organizations. In short, they lead a relatively full life because of the school's concern for them, and dropping out of school would leave a vacuum in their lives.

A great deal of attention is given to students' problems. The guidance counselor checks on behavior problems, confers with teachers and students, writes to parents, and provides workshops for students on classroom behavior. CABES has had almost no disciplinary problems; the students are courteous, respectful, helpful, and eager to please teachers and project

TABLE 14

Number of Students Leaving the Program

Reason for Leaving	Grade 9	Grade 10	Grade 11	Grade 12	Grade Unknown	Total
Discharged or transferred to alternative program	1	1	26	30		58
Transferred to another school		3		1		4
Graduated		1		9		10
Returned to native country	2	2	1			5
Dropout (Job)				1		1
Dropout (Marriage)			1			1
Dropout (Reason Unknown)	17	8	3	4	1	33
TOTAL	20	16	31	44	1	112

- Of 112 students who left the program, 58 (52 percent) were discharged or transferred to an alternative program.
- Thirty-five students (31 percent) dropped out.
- Of 58 students who were mainstreamed, 26 were in grade eleven and 30 were in grade twelve.
- Ninth grade had the highest number of dropouts (17 out of 33).

staff. There was only one suspension from the project this year -- a rate of less than 0.5 percent.

Cultural and extracurricular activities in addition to the Latin American Festival included meetings of the Latin American Club (two times per month), peer- and teacher-tutoring (during free time and after school hours), dancing lessons (sponsored by the Venezuelan consulate every day during the spring semester from 3:40 to 7 p.m.), and visits to El Mundo newspaper, the Museum of Modern Art, and several musical performances.

Student Attendance and Dropout Rate

Since the school's attendance rate includes the attendance of program students, statistical significance between program and school attendance was determined through the application of a z-test for the significance of a proportion.* This procedure tests whether the difference between one proportion (the program's attendance) and a standard proportion (the school's attendance) is greater than what can be expected by chance variation.

The attendance rate for program students was 90.67 percent, approximately 14.38 percentage points above the school-wide attendance rate (76.29 percent). The z-test results ($z=5.10$) indicated that the difference in attendance rates is statistically significant ($p:<.01$). The program objective was thus met.

*Bruning, J.L. and Kintz, B.L.; Computational Handbook of Statistics, Scott, Foresman and Company, 1968.

Students in the program had a dropout rate greater than the mainstream students. However, the difference was not statistically significant. Thus, the program objective was met.

TABLE 15

Dropout Rate of Program and Mainstream Students

Program		Mainstream			
N	Percent	N	Percent	Diff	Z
35	15.0	513	12.8	2.2	1.01

- The objective was met: the difference between the two dropout rates is not statistically significant.

IV. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Project CABES is housed in a school with a history of model bilingual programs. Although the present project suffered extensive changes in its administrative staff in 1984-85, it has continued to provide effective services.

Project CABES met the greater part of its objectives in 1984-85. In the instructional areas, objectives were met in E.S.L., Spanish reading, and career advancement courses (content-area achievement failed to meet the project criterion). Objectives were fully met in the areas of attendance and dropout rates, and partially attained in staff development and parental involvement. Efforts made to involve parents were especially noteworthy.

In addition, other program strengths deserve mention:

- The school administration and project administrative staff are fully committed to the project, and staff members have been able to hold the program together in a period of staff change. When the project director had to leave due to health reasons, the administrative staff was able to support and guide the new interim project director.
- The project's bilingual teachers and paraprofessionals work with the students with ease, concern, and dedication at all times.
- Excellent instructional materials are available to provide students with the opportunity to acquire employability skills.

• Cultural activities give the project students a positive self-image and foster pride in their native origins. They also sensitize the school's mainstream community to Hispanic cultures.

• The paraprofessional staff is comprised of project graduates and volunteer students. This is commendable, as it provides alumni and students with the opportunity to acquire work experience. It also provides role models for students.

• The project's tutorial learning center with special materials for project teachers and students is valued, and is also used by tax-levy teachers.

• The project staff has made great efforts to reach and offer services to parents of students.

RECOMMENDATIONS

Thus, the following recommendations for improvement are offered:

1. That the administrators look into alternative models of bilingual instruction. The simultaneous translation used is effective in promoting understanding between the student and the teacher. However, since it is the only method used for teaching, it cuts down on available teaching time and the students only receive half of the content that they might receive otherwise.

2. That, if resources permit in an already crowded building, the school administration allocate more space to the project. The present office was meant to house no more than

two or three persons at a time, yet as many as ten persons were observed working together in the room.

V. APPENDICES

APPENDIX A

Seward Park High School

PROJECT CABES
350 Grand Street - New York, N. Y. 10002
Telephone: 674-7000

Dr. Noel N. Kriftcher, Principal

A Message from Our Principal

Dear Students and Parents:

How does one measure "success"? Should a person be regarded as a success merely because he/she is wealthy, or are there other criteria which determine whether he/she is a success? Finally, is a person successful if deep in his/her heart he/she does not feel successful?

These are serious and very important questions! Students face these questions daily, as do the rest of us, but for our young people the answers to these questions provide a guide to what subjects should be studied, how conscientiously homework and classwork are attempted, and which careers should be pursued.

Money, alone, does not create success. It certainly doesn't produce peace of mind! But satisfaction--that one's work is important, that one's contribution to society is highly regarded and valuable--can create such a feeling. This is why our career education program for bilingual students is such an essential component of the Seward Park High School experience for our newest arrivals. For if one has a goal, or an ambition, or a dream, then can a student realistically prepare for a career which promises success.

Cordially;
Principal

Un Mensaje de Nuestro Director

Estimados padres y alumnos:

Se mide el éxito personal con la posesión de riquezas materiales o hay otros medios con que alcanzar el éxito? Por último, ¿ha triunfado una persona, quien en el fondo siente no haber alcanzado ese éxito?

A estas y otras preguntas nuestros estudiantes, así como también nosotros los adultos, debemos responder diariamente. Para nuestros estudiantes tales preguntas deben ser respondidas en términos de qué asignaturas tomar, como desenvolverse en ellas y como decidirse por una carrera en el futuro.

¡El dinero en sí no compra la paz espiritual! Sólo el trabajo y la contribución noble a la sociedad, pueden producir esos sentimientos. Es por estas razones que nuestro programa de preparación para carreras ofrece a nuestros estudiantes bilingües en Seward Park High School, una oportunidad para que adquieran experiencia y así culminar sus sueños y aspiraciones con éxito.

Cordialmente,
Director

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THE NEW CABES PROGRAM STAFF MEMBERS

Elisa Muñoz-Feder

She is in charge of curriculum development for Social Studies and Science. She also serves as a Club Advisor for the Latin American Club. Those students and parents willing to participate in, and cooperate with the club may contact her. At present, she is teaching Global History.

Alberto Muñoz

He is responsible for Job Skills, and Math curriculum development. He also coordinates activities of the Parents Advisory Committee.

Marlene Calderón, Dilcia Pérez and José Collado

Marlene Calderón, Dilcia Pérez and José Collado are three new paraprofessionals who help in the classroom, with the Latin American Club, work in the Guidance Department and offer tutoring services to students who need additional help.

EL NUEVO PERSONAL DEL PROGRAMA CABES

Elisa Muñoz-Feder

Está encargada del desarrollo del currículo para Estudios Sociales y Ciencias. También, coordina las actividades del Club Latinoamericano. Los padres y estudiantes que deseen participar y colaborar con el club, deben comunicarse con ella en la oficina de CABES-salon 429 o llamando al teléfono 475-2667.

Alberto Muñoz

Está a cargo de desarrollar el currículo para el curso de Preparación de Empleos y Matemáticas. Coordina las actividades del Comité Asesor de Padres y la producción de nuestro boletín "Nuestra Voz".

Marlene Calderón, Dilcia Pérez and José Collado

Marlene Calderón, Dilcia Pérez y José Collado trabajan ayudando a los maestros en los salones de clases. También se encargan de otras actividades: Ofrecen tutoría a los estudiantes con problemas, ayudan con el Club Latinoamericano y ayúdan en la oficina de consejería.

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Academic Preparations

Test

Plans

Advantages

Disadvantages

ETCETERA

Counselors

Education

Be a Winner

Diploma

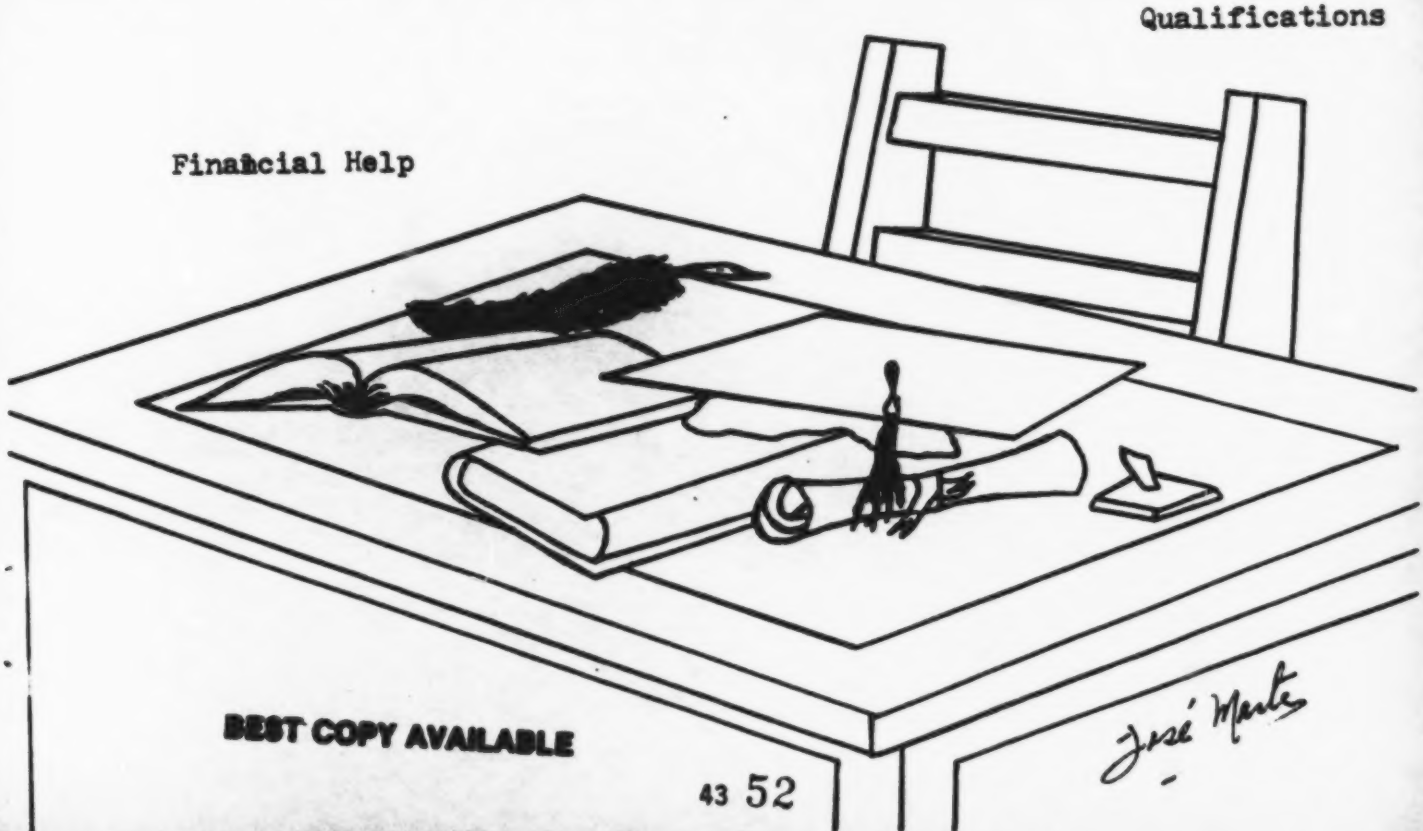
Scholarship

College

Outlook

Qualifications

Finahcial Help



José Monte

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VOICES FROM THE JOB SKILLS II CLASS

Celia Linzán

A mí me gustó mucho la clase de destreza para trabajo (Job Skills). Esta clase es muy interesante y yo recomendaría a los otros estudiantes que tomaran esta clase. Para mí valió la pena tomar esta clase ya que en ella vemos los nuevos caminos que nos conducen al futuro. Lo que más me gustó fue la conferencia que tuvimos con Pedro Santiago, porque el nos explicó de cómo los estudiantes podemos ingresar a la universidad. También las becas que nos ofrecen en la universidad. Todo esto fue muy interesante y muy importante para nuestro futuro.

Inés Santos

El curso de "Job Skills" me gustó mucho porque pudimos tener la oportunidad de aprender muchas cosas interesantes para nuestro futuro. Además cómo comportarnos en una entrevista y cómo actuar en ésta.

En verdad me agradaron mucho todas las personas que vinieron a darnos charlas; fue muy importante para mí o para nosotros.

María Rodríguez

Este curso fue interesante. Aprendí un poquito más cosas que no sabía. Aunque muchas cosas fueron repetidas del semestre pasado. De las conferencias que dieron, todas me parecieron interesantes; la que más me gustó fue dada por Pedro Santiago. Esa conferencia me ayudó a aprender muchas cosas acerca del ejército y a darme las respuestas para dudas que tenia sobre él.

Yanira Valenzuela

Job Skills II has been a very interesting class. We have learned many interesting things about the careers that interest us. Also speakers came to our class to talk about different fields, like acting, modeling and about colleges. I enjoyed this class very much and learned many things about jobs.

Mónica Olis

Yo pienso que valió la pena tomar este curso porque nosotros aprendimos cosas muy interesantes, cómo uno presentarse a una entrevista y otras cosas más.

De las conferencias que ofrecieron me gusto más la de Pedro Santiago, porque él nos habló de muchas cosas como las oportunidades que tenemos de ir a las universidades; también porque nos aconsejó que pensaramos bien lo que queríamos estudiar.

Job Skills Course. Done by students and teachers.

tudents should be able to ask and answer questions, written
orally on the following topics:

Time
Months
Days
Seasons
Weather
Parts of the Body
Clothing
Nationalities
Family Relationships
Money and Making Change
Cardinal n Numbers

The students should be able to recognize and answer general information questions; such as
i.e.. "How are you?" " How old are you? " and "Where do you come fro

OTHER TOPICS TO BE TAUGHT OR IMPROVED:

Cursive Writing (Script)
Alphabetical Order
Punctuation (period, comma..uestion mark)
Capitalization
Pronunciation, Phonics and Aural Diferrentiation:
a) Plurals - inflected forms of plural words (-s, -es, ies) (-s,-z,-i
b) Word Families
c) Diphthongs
d) Inflected forms of possessive case
e) Differentiation of vowels and consonants in contrasting words
(i.e.. man - men
woman - women
chew - shoe
low - row
thin -tin - fin)
f) Production of difficult sounds (θ, ð, ʃ, tʃ, l, r, v)
g) Syllabification - identifying the number of syllables in a word

TEXTS:
Everyday English, Book I - by Zaffran and Krulik

SUGGESTED REFERENCES:
1) Sounds Easy - by S. Bassano (Alemany Press)
2) Reading and Writing Skills for Beginning Level ESL in the Secondary Schools - Board of Education

MATERIALS:
Pronunciation Contrasts

TEXT:

English With a Smile - Chapters 1-10

The emphasis in RCA 2 is on vocabulary and reading comprehension. The following structures are taught in the ESL classes, but will be reinforced through the reading selections as listed below:

Chapter	Topic
1.	Present tense - to be
2.	Information questions - to be + a, an, the
2.	Present progressive
3.	Adjectives and adverbs in sentences
	Simple present tense
	Information questions
4.	Prepositions - from, in, on, at, to, for
	Present continuous vs. Simple present
	Imperative sentences
5.	Past tense - to be
6.	Past tense - ed
	"Why" questions
	Verb: say
7.	Past tense - irregular verbs
	Much/many
8.	Prepositions - into, of, around, about, up, for
	Can/may/must
9.	Infinitinfinitive phrases
	Past progressive
	Subject/object pronouns
10.	Future + be going to
	Past continuous - review
	Tag questions - do/does

ADDITIONAL TOPICS:

Past progressive and Simple past - interrupting action: "when" and "while" sentences
Ordinal numbers
Syllabification
Phonics - /t/d/id/ - inflected forms of the past tense
Inference questions
Synonyms/ antonyms

READING SKILLS:

Inference questions
Synonyms/antonyms
Dictionary skills

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R.C.A. III

TEXT:

English With a Smile - Chapters 11-20 (Book I)

The emphasis in RCA 3 is on vocabulary and reading comprehension. The following structures are taught in E.S.L. but will be reinforced through the reading selections in the text as listed below:

Chapter	Topic
11.	Comparative/superlative ...as...as
12.	Question review - Do/Does/Did Information questions
13.	Possessive pronouns Possessive adjectives Can/may/must - review
14.	Used to + infinitive Homonyms Prepositions - for, from, in, at, to, on, up, around, about, of
15.	Future - will Reflexive pronouns Prepositions - over, under, behind, in front of, in back of, inside, outside,
16.	Homonyms Homographs Review: Simple past vs. Past continuous; Future
17.	ShouldShould Cardinal/ordinal numbers Present - past - future: Review
18.	Will/can/may/must Irregular plurals
19.	Past/future: Review
20.	Overall review

ADDITIONAL TOPICS:

Tag questions - modals
Pronunciation practice :- "real" speech and inflection

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R.C.A. IV

TEXT:

English With a Smile Book II -

The emphasis in RCA 4 is on vocabulary, reading comprehension and idioms, encountered in the reader. However the grammar items listed below must be taught as well.

READING SKILLS:

Finding the Main Idea
Titles
Inference Questions
Sequence of Events

Idioms

GRAMMAR and PUNCTUATION:

Review Future Possible
Present Unreal Conditional Sentences
Punctuation Used in Direct Address
Direct and Indirect Speech
Tag Questions in the Perfect Tenses

PRONUNCIATION:

Inflection and "REAL" Speech

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Course of Study - Writing Improvement I

Passive Voice, with and without agent, (intensive coverage). Students must know when to use the active and when to use the passive voice in a sentence. Include present, past, future and present perfect tenses.

Gerunds vs. Infinitives

Connectors (and...too, and so..., and... either, and neither..., but)

Compound sentences (and, but, for)

Past perfect tense (regular and irregular verbs)

Complete sentence vs. run-on sentence

Paragraph writing (introduction, body, conclusion)

Business Letter

Narrative composition

Process composition

Descriptive composition

Free writing

Text: Elementary Composition Book II

Recommended for in-class use:

Graded Exercises
Side by Side II
American English Guided Composition (teacher reference only)

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Job Skills 2

EMPLOYABILITY SKILLS II

LESSON 1: TRANSPORTATION SERVICE INDUSTRY

AIM: What job opportunities do exist in airline industry?

PERFORMANCE OBJECTIVES:

1. Students will learn about careers in airline industry.
2. Students will get acquainted with types of work performed by airline workers.

MATERIALS:

1. Transportation: Careers for Bilinguals, Regents Publishing Co., N.Y. 1976.
2. Transportation, Spirit Masters, Regents Publishing Co., N.Y. 1976.

DO NOW:

1. Copy and translate these terms. (Copien y traduzcan estos términos).

   Bus company
   Railroad
   Steamship company
   Trucking firm
   Airline company

DEVELOPMENT:

1. What tasks does an airline agent carry out, and what characteristics must he/she possess?

   a. Furnishes passangers information on flights and fares.
   b. Must speak clearly and correctly.
   c. It is advantageous to speak more than one language.
   d. Good personality and two years of college education are necessary.

2. What tasks does a fleet service worker carry out?

   a. Signals the pilot in the taxing operation of the aircraft.
   b. Drives baggage trucks and operates special equipment.
   c. Must be at least a high school graduate.

EXERCISES:

1. Vocabulary: Copy, translate and define these terms. (Copian, traduzcan y definan estos términos).

Agent	Tag	Customer
Jumbo	Passenger	Engine
Destination	Flight	Departure

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Tickets	Arrival	Fares
Rates	Reservation	Baggage
Codes	Gate	

2. True or False. Write V for True or F for False at the end of each sentence. If it is F, give reasons in a sentence or two. (Marca V para verdadero o F para falso al final de cada oración. Si es F, da tus razones en una o dos oraciones).

   a. El agente de pasajes aéreos debe manejar camiones en el aeropuerto. _____

   b. El trabajador del servicio de flotas da señales al piloto. _____

   c. Los jumbos no llevan mas de 100 pasajeros. _____

   d. El agente de pasajes da información sobre vuelos y tarifas. _____

   e. El agente de servicio de pasajeros también vende boletos de vuelo. _____

3. Fill in the blank spaces with the words listed below. (Llenen los espacios en blanco con las palabras que aparecen aquí debajo).

   tarifas salida agente equipaje vuelo

   a. María viaja en el _____ 275 para Puerto Rico.

   b. José quiere ser _____ de pasajes aéreos.

   c. Las _____ de vuelo para París son caras.

   d. Caramba, el _____ de estos pasajeros es muy pesado.

   e. Anunciaron la _____ del avión para 3:45 de la tarde.

HOMEWORK:

Using the telephone directory, list ten names of:

1. airline companies 2. travel agencies

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Economic

LESSON I

AIM: How are economic principles applied to every day living?

PERFORMANCE OBJECTIVES:

1. Students will learn the concept of limited means and unlimited desires (choice making).

DEVELOPMENT:

1. Economics defined based on the supposition that you cannot have everything you want. Everyday we are faced with decision making: What to buy, how and where to spend time. Difference between what you want and what you need.

2. A consumer is one who makes a choice to satisfy his needs by purchasing.

EXERCISES:

1. Vocabulario (Vocabulary): Copie y traduzca:

   a. Economía
   b. Consumidor
   c. Disyuntiva
   d. Lujo
   e. Necesidad

2. Conteste las preguntas (Answer these questions) siguientes:

   a. ¿Qué es un consumidor?
   b. ¿Qué son disyuntivas?
   c. ¿Explique la idea de deseos ilimitados y medios limitados?
   d. ¿Defina el problema económico de acuerdo con la definición de la página 12.

3. Llene los espacios en blanco con las palabras que aparecen en vocabulario 1.

   a. Tener que hacer una selección_____.
   b. Algo que no es importante para la vida_____.
   c. Persona que compra_____.
   d. Sistema de compra y venta_____.
   e. Algo que es necesario para la vida_____.

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American History

LESSON 1

AIM: How did democracy come to the thirteen colonies?

PERFORMANCE OBJECTIVES:

1. The students will be able to describe:
   a. The traditions of English government inherited by the American colonists.
   b. The rights of English people when they came to U.S.

DO NOW:

1. Copy and translate the following words. Copie y traduzca las siguientes palabras:
   a. democracy
   b. justice
   c. liberty
   d. equality
   e. monarchy
   f. dictatorship

DEVELOPMENT:

1. Basic features of democracy:
   a. Democracy means government by the people.
      1. People vote (choose) in free and fair elections.
      2. Majority vote wins, minority will obey laws of majority, but can still disagree.
      3. Liberty--freedom to express opinions.
      4. Equality--every citizen is equal before the law.
      5. Justice-- a person accused of a crime must be treated fairly.
2. Aboslute monarchy and dictatorship.
   a. People have no rights, ruler makes laws.
      1. Ruler dismisses people at will.
      2. Ruler chooses judges and controls justice.
      3. No religious toleration.

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3. Direct democracy: Ancient Greece.

   a. Greeks were the first to establish democracy.

   b. At assemblies (meetings), they decided about important issues and elected officials carried out their decisions.

   c. Citizens rule themselves.

4. Representative government in England.

   a. Modern nations are too large for direct democracy.

      1. Nation divided into election districts.

      2. Voters of each district elect a representative.

      3. Representatives meet to decide issues.

      4. Decisions become law.

      5. This system began in England during the Middle Ages.

5. Rights of colonists.

   a. Democracy in England spread to colonies.

   b. Colonies modeled their government after England.

EXERCISES:

1. Translate and define the following words. Traduzca y defina las siguientes palabras.

   a. religious toleration

   b. written constitution

   c. high percentage of voters

   d. social progress

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Questions for small group discussion. Preguntas para discutir en pequenos grupos.

1. How did both European and colonial practices make a direct impact upon the American Constitution?

2. Which was more important to the growth of democracy in America, European or colonial practices? Explain.

3. Would democracy have developed in the United States if colonial America had not had any democratic practices? Explain.

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APPENDIX C

PROJECT CABES
SEWARD PARK HIGH SCHOOL
Dr. Noel N. Kriftcher, Principal

PARENTS MEETING

REUNION DE PADRES

AGENDA

1. Greeting to the parents - A. Munoz
   Saludos a los padres - A. Munoz

2. The Project Director address to the parents.
   Palabras de la Directora del programa.

3. Topics to be discussed will be the following:
   Temas a tratar:

   A. Purpose of the program.
      Proposito del programa

   B. Major courses required to obtain high school diploma.
      Los cursos basicos como requisitos para obtener el diploma de high school.

   C. The need of parental cooperation and support to achieve their children's educational objectives.
      La necesidad del apoya de los padres de familia para alcanzar los objetivos de sus hijos.

   D. The setting up of Parents Advisory Committee.
      El Comite de Padres de familia.

   E. Information about public and governmental services in the city.
      Informacion sobre los servicios publicos y gubernamentales de la ciudad.

   F. Information about the GED in Spanish - E. Munoz-Feder
      Informacion sobre GED en espanol - E. Munoz-Feder

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SEARD PARK HIGH SCHOOL
Dr.Noel N.Kriftcher,
Principal

Spanish Bilingual Program
Parents Meeting
Tuesday, April 5, 1985
Room 428, 5:30 P.M.

AGENDA:

1) Welcome to Parents by A. Munoz -

2) Mrs. D. Acosta by Guidance

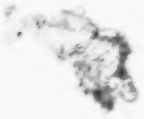
3) Ms. Estades, E S L

4) Mrs. Elisa M-Feder, Latin American Festival

5) Mrs. M. Carbonara, The Project's Present and Future

6) Mr. Levine

7) Hand the list of teachers and their rooms to the parents.



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